

Maintain the Conversation

2

Students try to keep the conversation going on a single topic by asking questions and commenting on their partner's responses. Each student has an envelope of questions related to the topic to pull out when they get stuck. At the end of the time limit, students want to be the partner who pulled out the fewest questions, signaling the partner who best sustained the conversation.

- What do you like to do?
- What do you usually do in summer, winter, etc?
- What do you do when you have an evening at home?
- What is your favorite way to spend a Saturday?
- What chores do you have to do at home?
- When do you usually study?
- How often do you fix dinner? What do you cook?

Laura Terrill, HEB 201

Maintain the Conversation

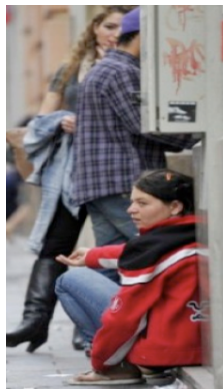
3



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Structured Debate

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<http://1jour1actu.com/debat/>

Should begging be banned from downtown areas?

Beggars are being banned from downtown areas. It's against the law to beg in the streets or in public transportation. If beggars are caught, they must pay a fine of about \$75.00.

Roles in the debate:

- the mayor of the city
- a beggar
- a resident of the city
- a representative of a foundation that helps the poor

Consider:

- the need to enact laws for public good
- the need for food and shelter for the homeless/unemployed
- the need to feel safe in the streets
- where the beggars go when they leave the city
- the impact of the current economic conditions on poverty

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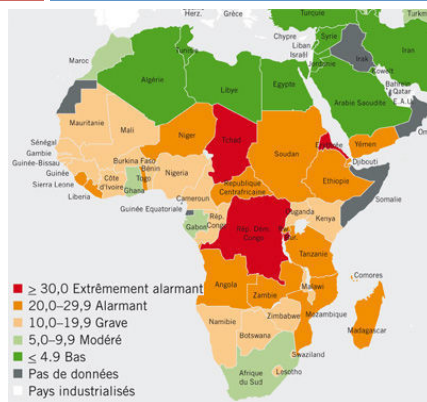
Hungry Planet

5



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6



- Where do you live?
- What do you eat? like to eat?
- Is hunger a problem? Why or why not?
- How many people are severely hungry?
- What is the solution?

http://www.lexpress.fr/actualite/societe/les-chiffres-de-la-faim-dans-le-monde_1040867.html

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Summative Interpersonal Assessment

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You are attending a student United Nations event. The topic is food and hunger. You will represent one country and interact with others from other countries. Have a conversation where you ask and answer questions to discuss:

- Where you live
- Food likes and dislikes
- Foods that you eat in your country
- Healthy and unhealthy behaviors
- Hunger issues where you live



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Testing Day

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On-deck Area

1.



Students:
• Select images
• Practice both roles

Performance Area

2.



Teacher:
• Indicates who starts
• Sets timer
• Assesses performance

- Use the technology that is available to you, low-tech options will work
- Select random partners on the day of the test, determine and post the order
- Assign work to students, often a presentational assessment will work well
- Create an ondeck area where each pair draws a situation at random, practices for 2 minutes and prepares to take either part
- Move the ondeck students to a station in front of you. Set a timer for a set amount of time and indicate which partner should start the conversation.
- Call time if necessary. Mark the rubric before asking the next pair to move to the station in front of you.

3.



Students in class work quietly on assigned task.

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Interpersonal Performance Rubric

p. 67

9	Strong Performance 10	Meets Expectations 8	Approaching Expectations 7
How involved am I in the conversation? (Domains: Functions, Text type)	I ask a variety of relevant questions to keep the conversation going. I can respond to questions and/or add follow-up comments/ information. I encourage others to participate.	I ask relevant questions to keep the conversation going. I can respond to questions and/or make a follow-up comment.	I ask a few relevant questions; I respond to questions simply.

- How well am I understood? (Language Control)
- How involved am I in the conversation? (Functions, Text type)
- What communication strategies do I use? (Communication strategies)
- How do I demonstrate that I can correctly use the new vocabulary from the unit? (Vocabulary, Contexts/Content)
- What cultural knowledge and understandings do I share? (Cultural Awareness)

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Teach Circumlocution *What's different?*

10



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11

performance
interpretive
perspectives



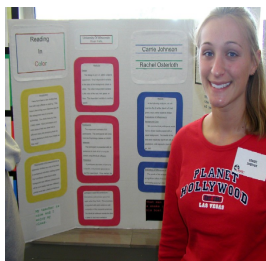
proficiency
connections
interpersonal

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Presentational Mode

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Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



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Presentational Communication....

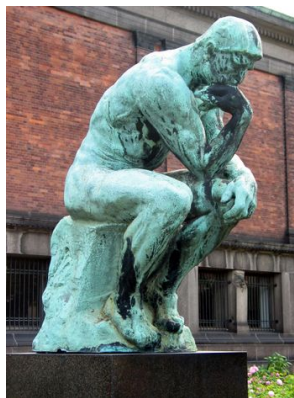
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is not	is
negotiated communication.	one-way communication.
random.	practiced, rehearsed, polished, edited.
unplanned.	organized.
speaking or writing in a vacuum.	an awareness of audience (formal/informal; cultural context).
reliance on circumlocution	improved by using appropriate tools – dictionary, spell-check, etc.
speaking or writing only for the teacher.	produced for an intended audience and purpose.

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Writing is Thinking

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Writing Makes Thinking Concrete

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15

because
The neighbor
often
down who were Oh !

Sentence Fluency

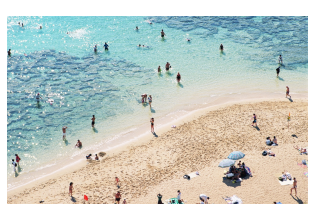
“Fluent writing is graceful, varied, rhythmic — almost musical. It’s easy to read aloud. Sentences are well built. They move. They are varied in structure and length. Each one seems to flow right out of the one before.”

6+1 Traits of Writing
Ruth Culham

Laura Terrill, HEB 2014

16

Write 5 sentences about summer.....



It’s summer. It’s hot. I love to swim. I like the beach. I like to play volleyball.

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Teach transitions

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but
and then
at first
however
often
later
perhaps
by the way
on the contrary
and
briefly

also
still, always
as, like
for example
in this way
suddenly
because
especially
in any case
finally
now

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Building Blocks

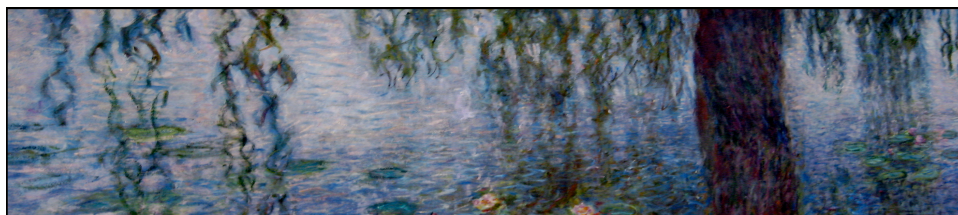
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What is a sentence?

The parrots attacked the frogs _____
where ? with whom?

when ? at what time? why?

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The Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>